DOCUMENT RESUME

ED 475 782 CS 511 420

AUTHOR	Wood, Jan; Thiese, Norma
TITLE	Twain's "Hannibal." Learning Page Lesson Plan.
INSTITUTION	Library of Congress, Washington, DC.
PUB DATE	2002-06-10
NOTE	35p.
AVAILABLE FROM	The Library of Congress, 101 Independence Ave, SE, Washington, DC 20540. Tel: 202-707-5000. For full text: http://memory.loc.gov/ammem/ ndlpedu/lessons/index.html.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; *Cultural Context; Curriculum Enrichment; Learning Activities; Lesson Plans; *Physical Environment; *Primary Sources; Secondary Education; Student Research; *United States Literature
IDENTIFIERS	American Memory Project (Library of Congress); Huckleberry Finn; *Missouri (Hannibal); Oral Presentations; Tom Sawyer; *Twain (Mark)

ABSTRACT

Writers are influenced by their environment including family, community, lifestyle, or location. One such writer was Mark Twain. With this lesson plan the learner will become familiar with and analyze life around Mark Twain's hometown, Hannibal, Missouri, during the latter half of the 19th century by using various online and print resources to determine what effects this location had on Twain's writings. The curriculum context will be within a unit on Mark Twain's "Adventures of Huckleberry Finn." Segments of the lesson might also be integrated into a study of "Adventures of Tom Sawyer." Additional educational projects relating to the study of Twain and the novel are described under enrichment activities. Even though these activities center on Mark Twain and his writings, they could easily be adapted to almost any author and his environment. Following this overview, the lesson plan cites a recommended grade level and curriculum fit; lists online resources and print resources; outlines lessons--Lesson One: Analysis of Primary Resources, Lesson Two: Searching American Memory, and Lesson Three: Student Presentations (of 10-15 minutes); and suggests enrichment activities. Also contains map analysis, photograph analysis, and sheet music analysis worksheets. (NKA)

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ED 475 782

The Library of Congress

The Learning Page... lesson plans

Twain's "Hannibal."

By

Jan Wood and Norma Thiese

U.S. DEPARTMENT OF EDUCATION
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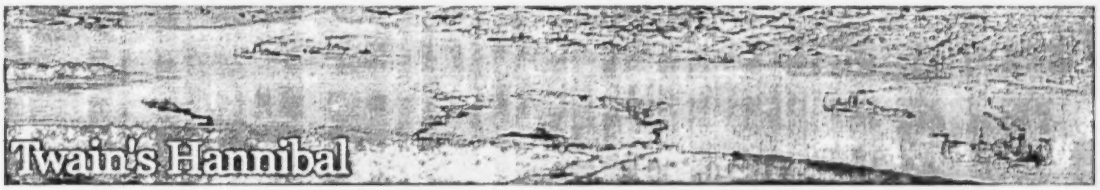

Jan Wood and Norma Thiese

Overview

Writers are influenced by their environment including their family, community, lifestyle, or location. One such writer was Mark Twain. In this project the learner will become familiar with and analyze life around Hannibal, Missouri, during the latter half of the nineteenth century using various online and print resources to determine what effects this location had on the writings of Mark Twain. The curriculum context will be within a unit on Mark Twain's *The Adventures of Huckleberry Finn.* Segments of this lesson might also be integrated into a study of Twain's *The Adventures of Tom Sawyer.*

This project consists of three lessons. Lesson One addresses the analysis of primary documents while the second and third lessons challenge the student to locate and analyze other online resources relating to the influences that growing up around Hannibal had on Twain's work. The lessons could be presented with introductory material prior to reading *The Adventures of Huckleberry Finn* or integrated while reading the novel.

This series of lessons is an integral part of a larger unit taught in our school system. Additional educational projects relating to the study of Twain and the novel are described on the Enrichment Activities page. Even though these activities center on Mark Twain and his writings, they could easily be adapted to almost any author and his environment.

Recommended Grade Level

Grades 9–10

Curriculum Fit

Language arts, American literature, information literacy, American history, sociology, music

Online Resources

American Memory, Library of Congress

- Historic American Sheet Music, 1850-1920
- Music for the Nation: American Sheet Music, 1870–1885
- Taking the Long View: Panoramic Photographs, 1851-1991
- Map Collections: 1544–1996
- Built in America: Historic American Buildings

Survey/Historic American Engineering Record, 1933–Present
- Touring Turn of the Century: Photographs from The Detroit Publishing Company, 1880-1920
- Panoramic Maps, 1847-1929

Lesson Resources

- Map Analysis Worksheet, National Archives
- Photograph Analysis Worksheet
- Sheet Music Analysis Worksheet

Other Online Resources

- Mark Twain Homepage: The Mining Company
- Mark Twain at Large: His Travels Here and Abroad
- Peter Salwen's Mark Twain Page

Print Resources

- *Mark Twain Himself: A Pictorial Biography,* Meltzer, Milton. Hannibal: Becky Thatcher Book Shop, 1960.
- *Mark Twain's America.* DeVoto, Bernard. Boston: Little, Brown, 1932.
- *Upper Mississippi River History: Fact-Fiction-Legend.* Larson, Captain Ron. Winona: Steamboat Press, 1998.
- *The Adventures of Huckleberry Finn.* Twain, Mark. New York: Pocket Books, 1973.

Lessons

Lesson One: Analysis of Primary Resources (2–3 hours)
Primary sources expose students to multiple perspectives on issues of the past and present. By working with primary sources, students will be able to critically evaluate information resources for content, validity, authoritativeness, perspective, relevancy and accuracy. In this lesson, students will learn how to analyze primary resources such as those that are found in American Memory.

Lesson Two: Searching American Memory (3–4 hours)
Students will learn how to use the American Memory collections to locate primary sources (as they pertain to the novel *Huckleberry Finn*) relating not only to Hannibal and its impact but also to what was happening between 1850 and 1900 along or near the Mississippi River.

Lesson Three: Student Presentations (10–15 minutes per presentation, plus additional time for class interactions and outside research)
Following their investigations, students will share their findings and interpretations as they relate to what was happening between 1850 and 1900.

Enrichment Activities

These educational projects are directed at Mark Twain and his writings, but they could easily be adapted

to almost any other author and his/her environment.

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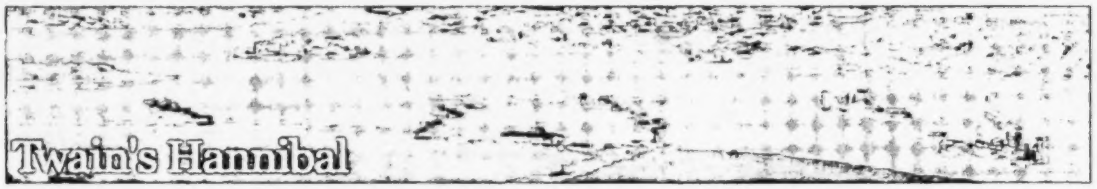
Overview | Lesson One | Lesson Two | Lesson Three | Enrichment

The Library of Congress | American Memory **Questions? Contact us**

Last updated 06/10/2002



Enrichment Activities

Twain's Hannibal is an integral part of a larger unit on *The Adventures of the Huckleberry Finn* taught in our school system. The educational projects listed below are directed at Mark Twain and his writings, but they could easily be adapted to almost any other author and his/her environment. For example, Michigan had a very heavy influence on Ernest Hemingway's writing just as California influenced John Steinbeck and Chicago, Gwendolyn Brooks.

One unit taught in our school includes students interviewing and videotaping people who live along or near the Mississippi River to determine the river's impact on employment, social life, economy, transportation, family life, and politics. This activity ties school to career and strengthens technology and communication skills such as speaking, listening, interviewing, notetaking, telephone use, and electronic mail. This activity spans a full semester and is built upon year after year. Video clips are saved, edited into a final tape and/or burned into a CD.

Enrichment activities have been incorporated into the unit at one time or another from year to year. For example, students:

- Role play Twain and his reaction to today's social issues. For example, how would Twain react to or view civil rights, technology or the media?
- Compose a song about Huck and Jim's travels.
- Write an editorial from Twain's perspective dealing with a local issue.
- Compare travel in Twain's time with that of today.
- Compare sheet music created during Twain's time to that of today.
- Locate dialects found in the novel and determine how they are used today.
- Keep a log or diary from Huck or Jim's perspective as they travel down the river.
- Pose as a news reporter and write accounts of key events that happened in the novel.
- Investigate and discuss censorship issues relating to *The Adventures of Huckleberry Finn.*
- Determine whether the adventures of Huckleberry Finn could happen today. Why or why not? Would the feud between the Grangerfords and the Shepherdsons be settled in the same way today?
- Compile a list of questions to ask Mark Twain if he were alive today and predict his responses.
- Role play scenes from the novel or impersonate a character.
- Watch a video version of the novel and discuss how Hollywood has interpreted the work.
- Draw a map tracing Huck and Jim's travel down the Mississippi River.
- Discuss the law or lack of law in the novel.
- Interact with an impersonator of Mark Twain.

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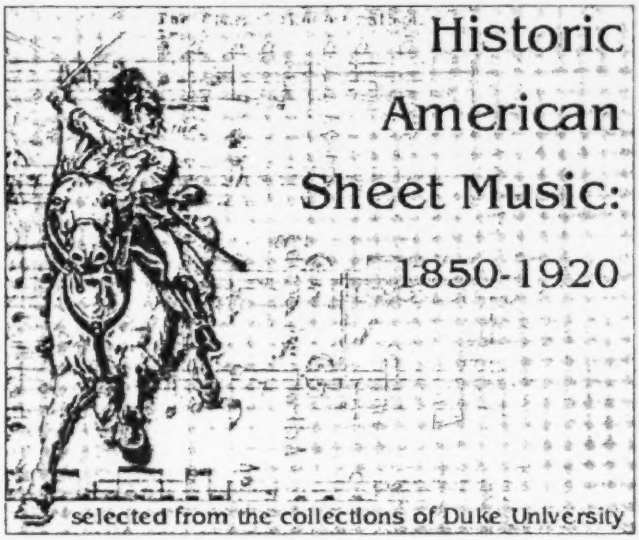
AMERICAN MEMORY — LC / AMERITECH AWARD WINNER

Duke University, Rare Book, Manuscript, and Special Collections Library



Search by Keyword | **Browse** the Subject Index | Name Index

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The Historic American Sheet Music collection presents 3,042 pieces of sheet music drawn from the Rare Book, Manuscript, and Special Collections Library at Duke University, which holds an important, representative, and comprehensive collection of nineteenth and early twentieth century American sheet music. This selection presents a significant perspective on American history and culture through a variety of music types including bel canto, minstrel songs, protest songs, sentimental songs, patriotic and political songs, plantation songs, spirituals, dance music, songs from vaudeville and musicals, "Tin pan alley" songs, and songs from World War I. The collection is particularly strong in antebellum Southern music, Confederate imprints, and Civil War songs and music. Also included are piano music of marches, variations, opera excerpts, and dance music, including waltzes, quadrilles, polkas, etc. Cover illustrations represent an important, and in some cases almost unique, source of information for popular contemporary ideas on politics, patriotism, race, religion, love, and sentiment.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning. Digital collections from other institutions complement and enhance the Library's own resources.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress and Duke University do not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentation

Historic American Sheet Music Timeline: 1850-1920*

Understanding the Collection

About the Collection*

About Sheet Music*

Working with the Collection

How to Order Reproductions

Building the Digital Collection

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Selected Bibliography on Sheet Music*

Copyright and Other Restrictions

from The Learning Page

Collection Connections

Home Page for this Collection at Duke University*

The digitization and presentation of these materials by the Digital Scriptorium at Duke University* was supported by an award from the Library of Congress/Ameritech National Digital Library Competition. Links marked * are to web pages mounted at the awardee institution. The digital reproductions of the sheet music are also mounted at the awardee institution.

The source materials for this collection are housed at the Rare Book, Manuscript, and Special Collections Library, Duke University.* Please contact the library at Duke University with any questions or information about the origina materials or requests for reproductions.

American Memory | Search All Collections | Collection Finder | Learning Page

The Library of Congress

Contact Us

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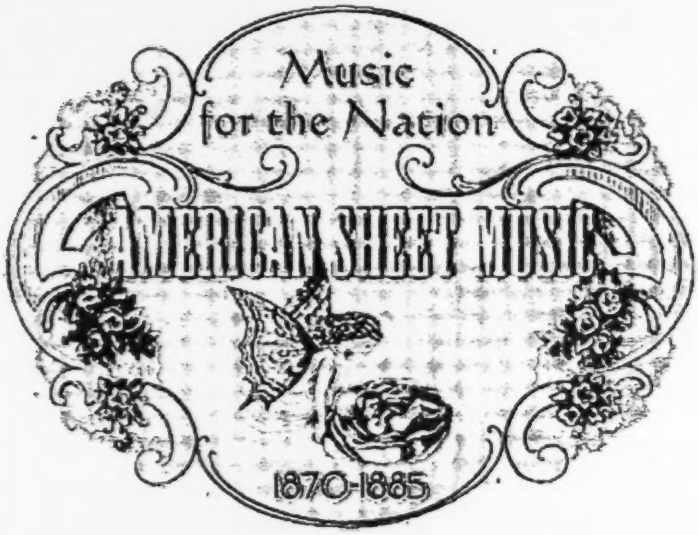
Music Division, Library of Congress

Search By Keyword | **Browse** Index of Authors | Subjects | Titles

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Music for the Nation: American Sheet Music, 1870-1885 consists of over 47,000 pieces of sheet music registered for copyright during the years 1870 to 1885. Included are popular songs, piano music, sacred and secular choral music, solo instrumental music, method books and instructional materials, and music for band and orchestra.

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Special Presentations:

Music Published in America, 1870-1885

In Performance - Choral Works from the Collection

Greatest Hits, 1870-85 (*Variety Music Cavalcade*)

Understanding the Collection

About the Collection

Bibliography

Working with the Collection

How to View: Audio | Images

Digitizing the Collection

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AMERICAN MEMORY

TAKING THE LONG VIEW

PANORAMIC PHOTOGRAPHS 1851-1991

Prints and Photographs Division, Library of Congress

Search by Keyword | **Browse** the Subject Index | Creator Index | State and Country Index

The Panoramic Photograph Collection contains approximately four thousand images featuring American cityscapes, landscapes, and group portraits. These panoramas offer an overview of the nation, its enterprises and its interests, with a focus on the start of the twentieth century when the panoramic photo format was at the height of its popularity. Subject strengths include: agricultural life; beauty contests; disasters; engineering work such as bridges, canals and dams; fairs and expositions; military and naval activities, especially during World War I; the oil industry; schools and college campuses, sports, and transportation. The images date from 1851 to 1991 and depict scenes in all fifty states and the District of Columbia. More than twenty foreign countries and a few U.S. territories are also represented. These panoramas average between twenty-eight inches and six feet in length, with an average width of ten inches.

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Special Presentations

A Brief History | Shooting a Panorama | Selected Photographers | Selected City Views and Disasters

Understanding the Collection

About the Collection

Selected Bibliography

Related Holdings

from The Learning Page

Collection Connections

Working with the Collection

How to View:
This Collection | All Collections

How to Order Photographic Reproductions

Digitizing the Collection

Cataloging the Collection

Copyright and Other Restrictions

Acknowledgments

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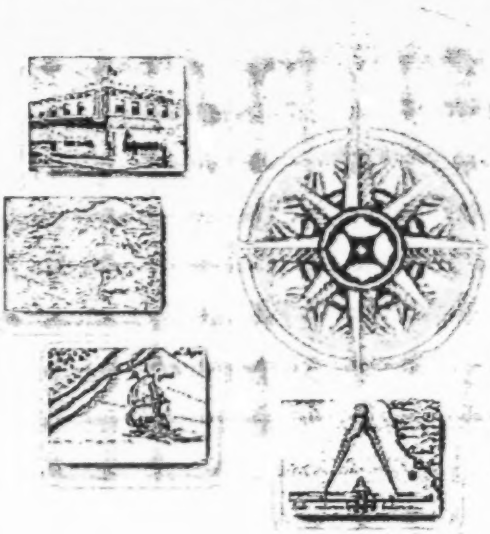
AMERICAN MEMORY

Places in the News!

Map Collections: 1500-2002



Cities and Towns

Cultural Landscapes

Conservation and Environment

Military Battles and Campaigns

Discovery and Exploration

Transportation and Communicatio

General Maps

Geography and Map Division, Library of Congress

Search by **Keyword** | Browse by **Geographic Location Index** | **Subject Index** | **Creator Index** | **Title Index**

The Geography and Map Division of the Library of Congress holds more than 4.5 million items, of which *Map Collections* represents only a small fraction, those that have been converted to digital form.

The focus of *Map Collections* is Americana and Cartographic Treasures of the Library of Congress. These images were created from maps and atlases and, in general, are restricted to items that are not covered by copyright protection.

Map Collections is organized according to seven major categories. Because a map will be assigned to only one category, unless it is part of more than one core collection, searching *Map Collections* at this level will provide the most complete results since the indexes for all categories are searched simultaneously. Maps can now be downloaded.

Searching *Map Collections*

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Special Presentations:

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Places in the News!

Meeting of Frontiers: Collections from the Library of Congress: Maps

Puerto Rico at the Dawn of the Modern Age: Selected Cartographic Items

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Cities and Towns

Panoramic Maps

Conservation and Environment

Mapping the National Parks

Discovery and Exploration

General Maps

Cultural Landscapes

American Colonization Society's Liberia Maps

Military Battles and Campaigns

American Revolution and Its Era Maps and Charts

Civil War Maps

Transportation and Communication

Railroad Maps

Understanding the Collection

from The Learning Page

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Searching *Map Collections*

Technical Note: Images
MrSID Help

Downloading Maps

How to Order Reproductions

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Cataloging the Collection

Copyright and Other Restrictions

Built in America

Prints and Photographs Division, Library of Congress

HABS/HAER, National Park Service

Search LC-HABS/HAER Catalog by Keyword | Browse by Subject Index | Geographic Location Index

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The Historic American Buildings Survey (HABS) and the Historic American Engineering Record (HAER) are among the largest and most heavily used collections in the Prints and Photographs Division of the Library of Congress. The collections document achievements in architecture, engineering, and design in the United States and its territories through a comprehensive range of building types and engineering technologies including examples as diverse as windmills, one-room schoolhouses, the Golden Gate Bridge, and buildings designed by Frank Lloyd Wright. As of March 1998, America's built environment has been recorded through surveys containing more than 363,000 measured drawings, large-format photographs, and written histories for more than 35,000 historic structures and sites dating from the seventeenth to the twentieth century. This first release adds digital images to the searchable on-line catalog records, including images of the pages of written histories for all HAER surveys and about 25% of HABS surveys, 17% of the HAER survey photographs and a small sampling of the HABS and HAER measured drawings. Additional digital images will be added monthly. As an example, the on-line catalog record for the Beebe Windmill in Suffolk County, New York, shows how the full range of documentation for a survey will be displayed once it has been digitized.

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Special Presentations

Selected Image Gallery (Map and Geographic Listing) | Gallery Image Titles

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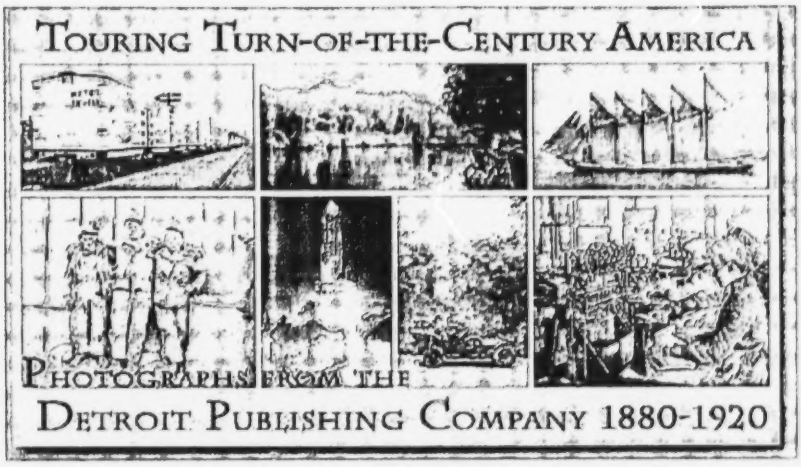

Prints and Photographs Division, Library of Congress

Search by Keyword | **Browse** by Subject | Geographic Location

This collection of photographs from the Detroit Publishing Company Collection includes over 25,000 glass negatives and transparencies as well as about 300 color photolithograph prints, mostly of the eastern United States. The collection includes the work of a number of photographers, one of whom was the well known photographer William Henry Jackson.

A small group within the larger collection includes about 900 Mammoth Plate Photographs taken by William Henry Jackson along several railroad lines in the United States and Mexico in the 1880s and 1890s. The group also includes views of California, Wyoming and the Canadian Rockies.

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Understanding the Collection

About the Collection

Locations Represented in the collection

Related Resources

from The Learning Page

Collection Connections

Working with the Collection

How to Order Photographic Reproductions

Building the Digital Collection

Copyright and Other Restrictions

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Geography and Map Division, Library of Congress

Search by **Keyword** | Browse by **Geographic Location** | **Subject Index** | **Creator Index** | **Title Index**

The panoramic map was a popular cartographic form used to depict U.S. and Canadian cities and towns during the late nineteenth and early twentieth centuries. Known also as bird's-eye views, perspective maps, and aero views, panoramic maps are nonphotographic representations of cities portrayed as if viewed from above at an oblique angle. Although not generally drawn to scale, they show street patterns, individual buildings, and major landscape features in perspective.

The majority of items presented here are documented in *PANORAMIC MAPS of Cities in the United States and Canada*, second edition (1984), by John R. Hébert and Patrick E. Dempsey. Hébert and Dempsey compiled a checklist of 1,726 panoramic maps of U.S. and Canadian cities, the bulk of which were done by Albert Ruger, Thaddeus Mortimer Fowler, Lucien R. Burleigh, Henry Wellge, and Oakley H. Bailey who prepared more than fifty-five percent of the panoramic maps in the Library of Congress. Additional panoramic maps will be added throughout 1998.

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Understanding the Collection

Panoramic Mapping

Panoramic Artists and Publishers

Selected Bibliography

Working with the Collection

Technical Note: Images MrSID Help

Downloading Maps

How to Order Reproductions

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U.S. NATIONAL ARCHIVES & RECORDS ADMINISTRATION
www.archives.gov August 22, 2002

Map Analysis Worksheet

1. TYPE OF MAP (Check one):
   ____ Raised relief map
   ____ Topographic map
   ____ Political map
   ____ Contour-line map
   ____ Natural resource map
   ____ Military map
   ____ Bird's-eye view
   ____ Artifact map
   ____ Satellite photograph/mosaic
   ____ Pictograph
   ____ Weather map
   ____ Other ( )
2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):
   ____ Compass
   ____ Handwritten
   ____ Date
   ____ Notations
   ____ Scale
   ____ Name of mapmaker
   ____ Title
   ____ Legend (key)
   ____ Other
3. DATE OF MAP:
   _____
4. CREATOR OF THE MAP:
   _____
5. WHERE WAS THE MAP PRODUCED?
   _____
6. MAP INFORMATION

   A. List three things in this map that you think are important:

      1. _____
      2. _____
      3. _____

   B. Why do you think this map was drawn?
   _____
   _____

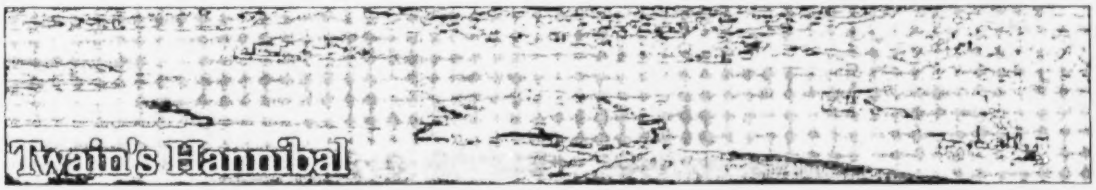
   C. What evidence in the map suggests why is was drawn?
   _____
   _____

   D. What information does the map add to the textbook's account of this event?
   _____
   _____

   E. Does the information in this map support or contradict information that you have read about this event? Explain.
   _____
   _____

   F. Write a question to the mapmaker that is left unanswered by this map.
   _____
   _____

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.



Photograph Analysis Worksheet

LEVEL ONE: Observation

1. List the objects, people, or activities you see in the photograph. (3 pts.)

LEVEL TWO: Outside Knowledge

2. Who composed the music? What does any biographical information provided tell us about the composer's intent or self-image? (3 pts.)

3. What appears to be most significant in this photograph? Why do you think so? (10 pts.)

4. List five adjectives that describe the emotions portrayed in the photograph. (5 pts.)

5. List three things that the photograph tells you about life during that time. (5 pts.)

LEVEL THREE: Draw Conclusions

6. Describe the action taking place in the photo. (3 pts.)

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7. Why do you think this photo was taken? (10pts.)

8. What do you think happened one hour before and one hour after this photo was taken? (5 pts.)

9. What question does this photo raise in your mind? (10 pts.)

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Sheet Music Analysis

LEVEL ONE: Observation

1. Study the Cover of the sheet music. List at least five objects, people or activities you see. (5 pts)

2. Study the text and lyrics of the music. Describe, without making judgement, what you see. (5 pts)

3. When was the music created/published? (1 pt)

LEVEL TWO: Outside Knowledge

4. Who composed the music? What does any biographical information provided tell us about the composer's intent or self-image?

5. Who drew the images on the cover? What does any biographical information provided tell us about the artist's intent or self-image? If there aren't any images, why not?

6. List emotions portrayed on the cover and in the lyrics. Are the emotions the same in both cover and lyrics? If not, explain why they are different. (3pts).

LEVEL THREE: Draw Conclusions

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7. Who would likely buy or sing this music? (3 pts)

8. What do the lyrics and cover tell us about the time period when this music was used? (3 pts)

9. Do the lyrics or cover reveal any stereotypes or biases of the artist or composer? If so, explain. (3 pts)

10. If the cover were drawn today, what would it look like? (5 pts)

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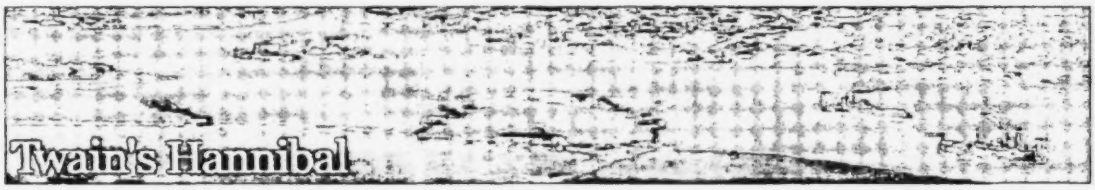

Lesson One:

Analysis of Primary Resources

Jan Wood and Norma Thiese

This lesson introduces students to primary resources by analyzing a historical map from the Panoramic Maps collection in American Memory with the entire class. The map will be examined first for observations and then for interpretations. Students will be asked to draw conclusions about life in Hannibal during the latter half of the nineteenth century. Examples of other primary resources will be shared and analyzed in smaller groups.

Objectives

The learner will:

- understand primary resources.
- critically evaluate information sources for reliability, accuracy, perspective, relevancy and authoritativeness.
- understand culture and life around Hannibal during Twain's time.

Time Required

3–4 hours

Recommended Grade Level

Grades 9–10

Curriculum Fit

Language arts, American literature, information literacy, American history, sociology, music

Resources

American Memory, Library of Congress

- Historic American Sheet Music
- Music for the Nation: American Sheet Music, 1870–1885
- Taking the Long View: Panoramic Photographs
- Map Collections: 1544–1996
- Panoramic Maps

Additional Primary Resources

- Local artifacts (memorabilia, realia)
- Local newspapers, magazines, textbooks

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Worksheets

- Map Analysis Worksheet, National Archives
- Photograph Analysis Worksheet
- Sheet Music Analysis Worksheet

Note: *To view the analysis worksheets used in this lesson, you will need an Adobe Acrobat Reader*

Procedure

1. Identify map to be used as a large group activity. See Bird's Eye View of Guttenberg, Clayton County, Iowa 1869 or any map in the collection.

2. Explain the differences between primary and secondary sources. These Learning Page resources provide background reading:
   - Using Primary Sources in the Classroom
   - Historian's Sources

3. Bring examples of primary and secondary documents to class. Examples might include old and current cookbooks, farm sale handbills, birth certificates, driver's licenses, diaries, tickets to events, museum artifacts, old clothes, newspapers, magazines, textbooks. Discuss what makes them primary or secondary resources.

4. Examine as a class the map of Guttenberg using the Map Analysis Worksheet.
   - Record observations of what is actually seen in the document.
   - Record observations from using outside knowledge.
   - Record conclusions drawn.

5. Break class into smaller groups, giving each group a different primary resource to review using the analysis worksheets.
   - Map Analysis Worksheet
   - Photograph Analysis Worksheet
   - Sheet Music Analysis Worksheet

   Primary resources such as photographs, sheet music or maps can be found at a local historical society or in books, newspapers or magazines. Or, use the following online American Memory documents:
   - Map of St. Louis
   - Photograph of President's Day on the River
   - Sheet Music—Beautiful Songs of the South

6. Have groups share what they have learned about their resources.

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22 Extension

Bring in an expert to learn more about primary resources and how they are preserved

- Invite a museum curator or university archivist (in person or utilizing distance learning)

- Visit a local museum or historical society

Evaluation

Students demonstrate understanding of primary resources by completing the appropriate analysis worksheet and sharing their conclusions with the class.

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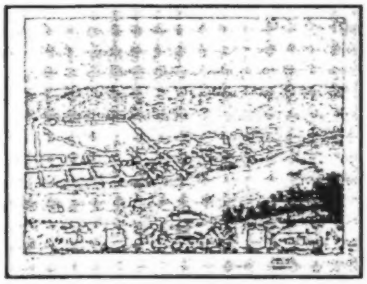
The Library of Congress | American Memory **Questions? Contact us**

Last updated 06/10/2002

For a larger image, click on the map.



Bird's eye view of Guttenberg, Clayton County, Iowa 1869. Merchants Lithographing Co.

[Ruger, A.]

CREATED/PUBLISHED
Madison, Wis., Ruger & Stoner [1869]

NOTES
Perspective map not drawn to scale.
"Looking northwest."
Includes illus. and index to points of interest.

REFERENCE
LC Panoramic maps (2nd ed.), 216

SUBJECTS
Guttenberg (Iowa)--Aerial views.
United States--Iowa--Guttenberg.

RELATED NAMES
Merchant's Lithographing Company.
Ruger & Stoner.

MEDIUM
col. map 41 x 54 cm.

CALL NUMBER
G4154.G93A3 1869 .R8 Rug 56

CONTROL NUMBER
73693397

REPOSITORY
Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA

DIGITAL ID

The Library of Congress

The Learning Page... lesson plans

Lesson Overview

Teacher Material | Student Lesson

This lesson introduces students to primary sources -- what they are, their great variety, and how they can be analyzed. The lesson begins with an activity that helps students understand the historical record. Students then learn techniques for analyzing primary sources. Finally, students apply these techniques to analyze documents about slavery in the United States.

Teacher Material	Student Lesson
Overview	1. What Are Primary Sources?
Materials and Preparation	1a. Mindwalk Activity
Instructional Procedure	2. Analysis of Primary Sources
Discussion	3. Types of Primary Sources
Evaluation and Extension	4. Primary Source Set
	5. Discussion

Download Lesson Materials

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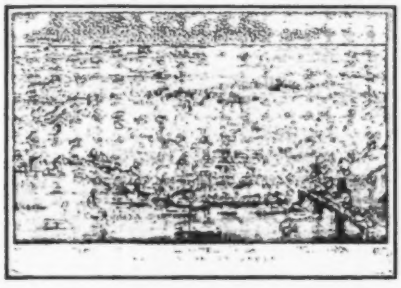
For a larger image, click on the map.



The city of St. Louis sketched & drawn on stone by Parsons & Atwater.

Currier & Ives.

CREATED/PUBLISHED
New York : Published by Currier & Ives, c1374.

NOTES
Copyright by Currier & Ives.

SUMMARY
Bird's-eye view of St. Louis, Missouri, as seen from above the Mississippi River; prominent features identified below the image.

REFERENCE
Currier & Ives : a catalogue raisonné / compiled by Gale Research. Detroit, MI : Gale Research, c1983, no. 1235
LC Panoramic maps (2nd ed.), 438.3

SUBJECTS
Waterfronts--Missouri--Saint Louis--1870-1880.
Steamboats--Missouri--Saint Louis--1870-1880.
Saint Louis (Mo.)--1870-1880.
Bird's-eye view prints--1870-1880.
Cityscape prints--1870-1880.
Lithographs--Color--1870-1880.
United States--Missouri--Saint Louis.

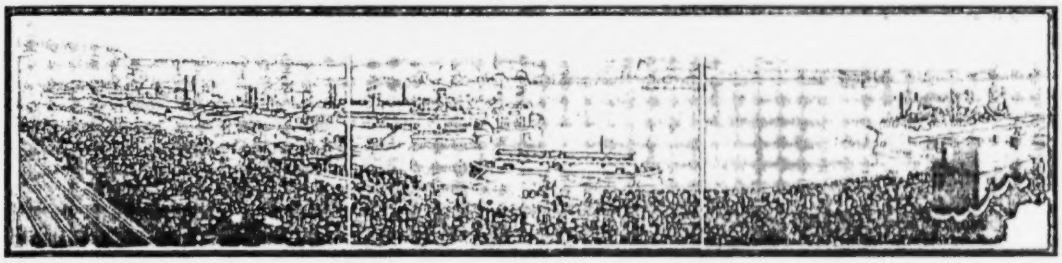
RELATED NAMES
Parsons & Atwater.

MEDIUM
1 print : lithograph, color. ; 57 x 83 cm. (image with accompanying text)

CALL NUMBER
PGA - Currier & Ives--City of St. Louis (D size)

Taking the Long View: Panoramic Photographs, 1851-1991

Click on picture for larger image, full item, or more versions. [Rights and Reproductions]



President's Day on the river, St. Louis, Mo..

CREATED/PUBLISHED
c1907

NOTES
Copyright deposit; Henry Stark; October 27, 1907.

Celebration of visit of Pres. Roosevelt who arrrived on steamer "Mississippi".

SUBJECTS
Steamboats.
Rivers.
Crowds.
Celebrations.
Panoramic photographs.
Gelatin silver prints.
United States--Missouri--Saint Louis.

RELATED NAMES
Stark, Henry, copyright claimant.

MEDIUM
1 photographic print : gelatin silver ; 12.5 x 54.5 in.

CALL NUMBER
PAN SUBJECT - Events, no. 14

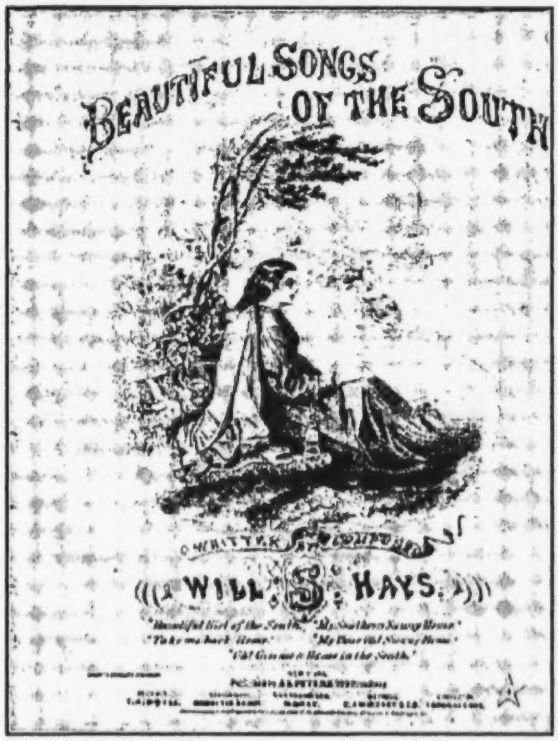
REPRODUCTION NUMBER
LC-USZ62-123512 DLC (b&w film copy neg.)

COLLECTION
Panoramic photographs (Library of Congress)

REPOSITORY
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Historic American Sheet Music, 1850-1920 (from Duke University)

Click on picture to view full item (from Duke University) [Rights and Reproductions]



Oh! Give me a home in the South. Beautiful songs of the South. 1872

Hays, Will. S. (William Shakespeare), 1837-1907

OTHER TITLES
First line: Oh! Give me a home in the South

CREATED/PUBLISHED
New York, New York, J.L. Peters, 1872

NOTES
Pagination: 5
Plate no.: 10, 083-3
Instrumentation: voice; piano; chorus (SATB)

SUBJECTS
Content (LCSH): Songs with piano
Content (LCSH): Choruses, Secular (Mixed voices, 4 parts) with piano
Content (HASM): Society and Culture--State songs--Southern States
Illustration (AAT): women
Illustration (AAT): rivers
Illustration (LCTGM): Women

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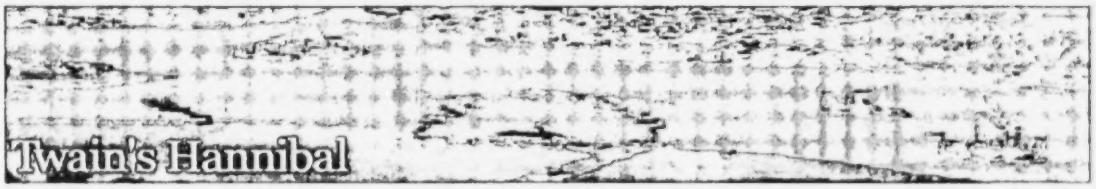

Lesson Two

Searching the American Memory Collection

Jan Wood and Norma Thiese

This lesson introduces students to searching American Memory for primary documents relating to *The Adventures of Huck Finn* and life along the Mississippi River from 1850-1900. Searching the Collection will be modeled as a whole group activity first, then will be followed by students breaking into small groups to search various collections within American Memory. Students will be expected to use skills learned from Lesson One to gather documents that relate to issues in *The Adventures of Huck Finn.*

Objectives

The learner will:

- use online resources to locate and study documents concerning Mississippi River life during Twain's time.
- critically evaluate information sources for reliability, accuracy, perspective, relevancy and authoritativeness.
- understand culture and life around Hannibal during Twain's time.

Time Required

3–4 hours

Recommended Grade Level

Grades 9–10

Curriculum Fit

Language arts, American literature, information literacy, American history, sociology, music

Resources Used

- Historic American Sheet Music, 1850-1920
- Music for the Nation: American Sheet Music, 1870–1885
- Taking the Long View: Panoramic Photographs, 1851-1991
- Map Collections: 1544–1996
- Touring Turn-of-the-Century America, 1880–1920

***Note:** To view the analysis worksheets used in this lesson, you will need an Adobe Acrobat Reader*

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Procedure

1. Introduce American Memory—what it is, who maintains it, features of the website.

2. Demonstrate how to navigate American Memory, briefly showing the types of collections on the site.

3. Demonstrate features and specifics of collection search pages.

4. Discuss keyword and synonym selection of terms that might yield desirable results when searching for documents relating to the topic. (See the Learning Page's Finding Items in American Memory and Introduction to Searching American Memory workshop for help.)
    - Have students brainstorm as a large group terms that could be used.
    - Record terms on large paper for referring to while searching.

5. Students break into small groups to search for information relating to Hannibal or what was happening between 1850 and 1900 along or near the Mississippi River. Students will use the analysis worksheets to review information found and compile their observations and conclusions. Sample results are listed below.
    - Map Analysis Worksheet
    - Photograph Analysis Worksheet
    - Sheet Music Analysis Worksheet
    - Sample Results
        - Map of Hannibal, MO
        - Photograph of Hannibal, MO
        - Sheet Music—Huckleberry Finn

Evaluation

Evaluate by observing how easily students navigate and search the site.

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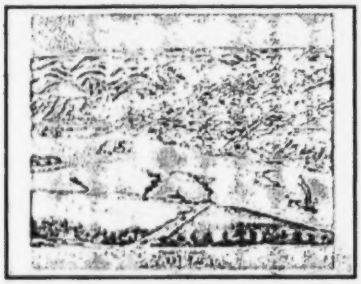
For a larger image, click on the map.



Bird's eye view of the city of Hannibal, Marion Co., Missouri 1869. Drawn by A. Ruger.

Ruger, A.

CREATED/PUBLISHED
[n.p., 1869]

NOTES
Perspective map not drawn to scale.
Indexed for points of interest.

REFERENCE
LC Panoramic maps (2nd ed.), 423

SUBJECTS
Hannibal (Mo.)--Aerial views.
United States--Missouri--Hannibal.

MEDIUM
col. map 56 x 66 cm.

CALL NUMBER
G4164.H2A3 1869 .R8 Rug 127

CONTROL NUMBER
73693475

REPOSITORY
Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA

DIGITAL ID
g4164h pm004230 urn:hdl:loc.gmd/**g4164h.pm004230** http://hdl.loc.gov/loc.gmd/**g4164h.pm004230**

Taking the Long View: Panoramic Photographs, 1851-1991

Click on picture for larger image, full item, or more versions. [Rights and Reproductions]

Hannibal, Mo..

CREATED/PUBLISHED
c1912

NOTES
Copyright deposit; W. R. Tipton; March 28, 1912; DLC/PP-1912:44452.

SUBJECTS
Cityscape photographs.
Panoramic photographs.
Silver printing-out paper prints.
United States--Missouri--Hannibal.

RELATED NAMES
Tipton, W. R., copyright claimant.

MEDIUM
1 photographic print : silver printing-out paper ; 7 x 51.5 in.

CALL NUMBER
PAN US GEOG - Missouri, no. 1

COLLECTION
Panoramic photographs (Library of Congress)

REPOSITORY
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

DIGITAL ID
(intermediary roll film) **pan 6a13683** http://hdl.loc.gov/loc.pnp/**pan.6a13683**

Click on picture to view full item (from Duke University) [Rights and Reproductions]

Huckleberry Finn. 1917

Hess, Cliff; Lewis, Sam M., 1885-1959; Young, Joe, 1889-1939

OTHER TITLES
First line: There was a rascal in the town where I came from
Chorus: Huckleberry Finn, if I were Huckleberry Finn

CREATED/PUBLISHED
New York, New York, Waterson, Berlin & Snyder, 1917

NOTES
Edition: Popular ed.
Pagination: 3
Plate no.: 695-2
Instrumentation: voice; piano

SUBJECTS
Content (LCSH): Songs with piano
Content (HASM): Society and Culture
Illustration (AAT): children (people by age group)
Illustration (AAT): landscapes (environments)

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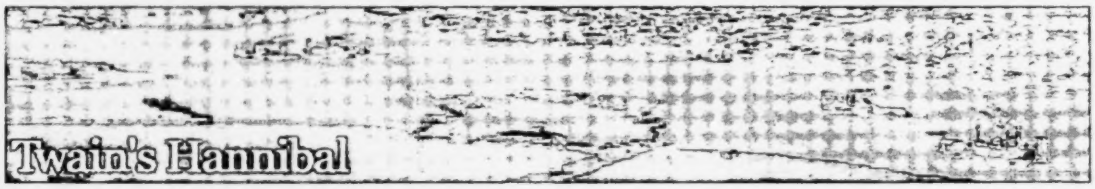

Lesson Three

Student Presentations

Jan Wood and Norma Thiese

This lesson provides an opportunity for students to share with the entire class the primary sources they have located with their small groups. Students will be expected to use the skills learned from Lesson One and Lesson Two to analyze sources for their reliability, accuracy, perspective, relevancy and authoritativeness. Following individual and group work, instructor and students will integrate each student-chosen primary source into the reading of the novel *The Adventures of Huckleberry Finn*, making connections to Mark Twain and what was happening along or near the Mississippi River between 1850 and 1900 during the reading.

Objectives

Following their searches in American Memory for sources that directly relate to what was happening along or near the Mississippi River between 1850 and 1900, students will:

- be able to evaluate a primary source for its reliability, accuracy, perspective, relevancy and authoritativeness.
- recognize that conclusions drawn may be both accurate or inaccurate.
- understand the connection between Mark Twain and the impact his environment had on his writings.

Time Required

10–15 minutes per presentation, plus additional time for class interactions and outside research

Recommended Grade Level

Grades 9–10

Curriculum Fit

Language arts, American literature, information literacy, American history, sociology, music

Resources

Resources will include the primary documents that the students located during their searches.

Procedure

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1. Following their searches in American Memory for sources that directly relate to what was

happening along or near the Mississippi River between 1850 and 1900, students will do the following activities:

- Share the primary source discovered with the class either by printing the source out or viewing it directly online.
- Share observations of what is actually seen in the the source using the analysis worksheets.
- Share observations from using outside knowledge using the analysis worksheets.
- Share conclusions drawn using the analysis worksheets.
- Question the presenters about the observations and conclusions.
- Ask for additional commentary and analysis from the class.
- Prove or disprove the observations and conclusions drawn using any primary or secondary source. Findings will be reported orally to the class, citing the evidence they found.
- Summarize what he or she has learned about what was happening along or near the Mississippi River between 1850 and 1900 in a 500–750 word paper.

2. After all presentations are completed, the class as a whole will compare the observations and conclusions drawn.

3. Following individual and group work, the instructor and students will integrate each student-chosen primary source into the reading of the novel *The Adventures of Huckleberry Finn* as correlations to Mark Twain and what was happening along or near the Mississippi River between 1850 and 1900 arise during the reading.

Extension

- Set up a teleconference with the curator of the Mark Twain Museum in Hannibal, Missouri, to provide additional information about Hannibal, the Mississippi River and Mark Twain.

- Invite a university historian to share knowledge about what was happening along or near the Mississippi River between 1850 and 1900.

Evaluation

Each student will summarize what he or she has learned about what was directly happening along or near the Mississippi River between 1850 and 1900 in a 500–750 word paper.

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Last updated 06/10/2002

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Educational Resources Information Center (ERIC)

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